









Topic of Study – I Have Feelings and Emotions

 <p><u>Introduction</u></p>	<p>Children have feelings and emotions. They may feel happy, sad, disappointed, excited, angry, jealous or proud, for example. However, they are not always able to express their feelings in words. Children need to learn the language for their feelings and emotions. They need to be able to understand and express their feelings. During this Topic of Study children will have opportunities to learn more about their feelings and how to express them in appropriate ways.</p> <p>Learning cannot be separated from feelings and emotions. In order for children to learn, they need to feel emotionally safe. Even if you plan a special topic of study on feelings, it is important to remember that a child's feelings are a part of who that child is and therefore should be considered by you at all times.</p> <p>To evaluate the social and emotional environment you provide for the children, refer page 19, Social/Emotional Environment Rating Scale. Complete the scale. Involve coworkers if this is appropriate. Work on some of the items that you rated either <i>Seldom</i> or <i>Sometimes</i> to bring them to a rating of <i>Consistently</i>.</p>
 <p><u>Big Ideas</u></p>	<p>Here are six big ideas about feelings and emotions you can help children explore:</p> <ul style="list-style-type: none"> ➤ I need to feel emotionally safe in my classroom ➤ I experience many different feelings ➤ Some feelings, like happiness and love, are positive and feel good ➤ Some feelings, like anger and jealousy, are negative, and feel bad ➤ I can express my feelings in different ways ➤ I can learn healthy ways to express negative feelings
 <p><u>Materials to Collect and Make</u></p>	<ul style="list-style-type: none"> • Pictures of people expressing different feelings and emotions • Children's books about feelings and emotions <ul style="list-style-type: none"> <i>The Way I Feel</i> by Janan Cain <i>Guess How Much I Love You</i> by Sam McBratney, illustrated by Anita Jeram <i>When Sophie Gets Angry – Really, Really Angry</i> by Molly Bang <i>Let's Go Home, Little Bear</i> by Martin Waddell, illustrated by Barbara Firth • Felt/magnetic figures for the rhyme, "Three Little Kittens" • Illustrated rhyme chart for "I Love Little Kitty" • Storytelling figures (felt or magnetic) for the book, Corduroy, (A Story a Month, September 2002) • Storytelling figures (felt or magnetic) for the book, Peter's Chair, (A Story a Month, January 2004) • Storytelling figures (felt or magnetic) for the book, The Three Billy Goats Gruff, (A Story a Month, August 2004) • Felt or Magnetic Board • Match the Feelings Cards (See Attachment: Match the Feelings) • Feelings Puppets • Taking Care of Baby Prop Box: soft, cuddly dolls (representing diversity), doll blankets, washcloth and hand towel, empty baby powder can, empty formula can, small basket for carrying dolls

 <p><u>Resources</u></p>	<ul style="list-style-type: none"> • Check with your local library for the availability of children's books. • Children's books can be purchased online, from school supply catalogs or local bookstores. • Contact the Division of Child Care and Early Childhood Education for the following materials or locate at www.arkansas.gov/childcare/storymonth.html: <ul style="list-style-type: none"> ✓ A Story a Month –September 2002– <i>Corduroy</i> (patterns for storytelling figures) ✓ A Story a Month – January 2004 – <i>Peter's Chair</i> (patterns for storytelling figures) ✓ A Story a Month – August 2004 – <i>The Three Billy Goats Gruff</i> (patterns for storytelling figures)
 <p><u>Introducing and Concluding the Topic</u></p>	<p>Introduction: Finding out what Children Know about Feelings and Emotions</p> <p>Benchmarks: 3.5 Understands that print conveys a message 5.8 Participates in group discussion</p> <p>To introduce the topic of "Feelings and Emotions" you need to find out what children already know about the topic. This allows you to build on your children's experiences. It also helps create an interest in the topic. Here's how to begin.</p> <ul style="list-style-type: none"> • Gather the children in a group. Say, "For the next few days we're going to be learning about our feelings and emotions." • Write on chart paper, chalk board or marker board the words "Feelings and Emotions." • Invite children to tell you things they already know about their feelings. You may have to ask questions to stimulate their thinking, questions such as, "How would you feel if your family was late to pick you up from the center/school?" "How do you feel when you wake up at night and its dark in your room?" "What do you do when you hurt yourself?" • Make a list of all of the things children know about feelings and emotions. • Review the list with them and say, "You already know a lot of things about feelings and emotions and we'll find out even more." • Keep the list until you have completed the topic of study. <hr/> <p>Conclusion: Finding out what Children Have Learned about Feelings and Emotions</p> <ul style="list-style-type: none"> • Gather the children in a group at the conclusion of the study about feelings and emotions. • Write on chart paper, chalk board or marker board, "Things We Learned about Our Feelings and Emotions." • Invite children to tell you some things they have learned about feelings and emotions. You may have to ask prompt questions such as "What are some feelings that we have?" "What are some things you can do when you get angry?" • Make a list of all the things children learned about feelings and emotions. • Read the first list you made with the children. Then say, "Here are some new things you found out about feelings and emotions" and read today's list with the children.
 <p><u>Reading Books with Children</u></p>	<p>Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them</p> <p>Book #1: <i>The Way I Feel</i> by Janan Cain, author and illustrator</p> <p>First Reading of <i>The Way I Feel</i></p> <ul style="list-style-type: none"> • Prepare to read the book, <i>The Way I Feel</i>. • Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.) • Invite children to look at the child on the cover and predict how that child is feeling. Accept all answers. • Say, "Let's read and find out how the child in the story is feeling." • Read story so all children can see the pictures in the book.

- Follow up with questions such as “Were you correct in your predictions? What were some of the child’s feelings?”
- Show each double-page spread where a feeling is expressed and invite children to name the feeling introduced and why the child is feeling that way.

Second Reading of *The Way I Feel*

- Prepare to read the book, *The Way I Feel*.
- Show cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up by showing the double-page spread where a feeling is expressed. Invite children to name the feeling.
- Involve children in discussing some times when they have had these same feelings and why.

Teacher Note: Be sensitive to children and their personal situations.

Third Reading of *The Way I Feel* (Small Group)

- Prepare to read the book, *The Way I Feel*.
- Show cover and invite children to recall the title. Give the author and illustrator.
- Follow up the third reading by selecting some of the feelings that your children have been most vocal about; those that they seem most able to understand and express themselves about. Happy, scared, sad and angry are examples.
- Involve children in discussing these feelings and when they feel this way.
- Say to the children, “We’re going to write a story about feelings and you will get to help write it.”
- Write on a chart pad, marker or chalk board the title, Our Feelings.
- Name the feelings you have selected and invite each child in the group to choose one of the feelings and tell you when he or she felt that way.
- Record on a chart pad each child’s comments. Here is an example:

Our Feelings
Malek felt sad when his Grandfather went home.
Samantha felt excited when she got a puppy.

- Read the story with the child, inviting each child to read his or her statement. Run your fingers under the words as you and the child read the statement together.

Teacher Note: Let the dictation of a statement about feelings be a child’s choice. Be sensitive to children and their personal situations.

Teacher Note: Involve all children in this small group activity.


Additional Benchmarks: 3.5 Understands that print conveys a message


Book #2: *Guess How Much I Love You* by Sam McBratney, illustrated by Anita Jeram

First Reading of *Guess How Much I Love You*

- Prepare to read the book, *Guess How Much I Love You*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to identify the animals on the cover of the book. They will probably say

	<p>“rabbits.” Explain that the two animals are hares, which are very much like rabbits.</p> <ul style="list-style-type: none"> • Ask children to predict what they think the story is about. What do they think the hares will do? • Read story so all children can see the pictures in the book. • Follow up by inviting children to discuss some of the ways Little Nutbrown Hare and Big Nutbrown Hare showed how big their love for each other was. Show the pages to give children visual clues. • Invite children to discuss how they show how big their love is for other people. <hr/> <p>Second Reading of <i>Guess How Much I Love You</i></p> <ul style="list-style-type: none"> • Prepare to read the book, <i>Guess How Much I Love You</i>. • Show cover, give title, author and illustrator. • Read story so all children can see the pictures in the book. • Follow up the second reading of the story by inviting children to name a person they love and how they and that person show their love to each other. <hr/> <p>Book #3: <i>When Sophie Gets Angry – Really, Really Angry</i> by Molly Bang, author and illustrator</p> <p>First Reading of <i>When Sophie Gets Angry – Really, Really Angry</i></p> <ul style="list-style-type: none"> • Prepare to read the book, <i>When Sophie Gets Angry – Really, Really Angry</i> • Show cover, give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.) • Ask children to look at cover and predict what Sophie does when she gets really, really angry. • Say, “Let’s read and find out what Sophie does when she gets really, really angry.” • Read story so all children can see the pictures in the book. • Follow up by asking children to recall what made Sophie really, really angry. Show the appropriate pages. Were children’s predictions correct? • Invite children to discuss what Sophie did when she got really, really angry. (kicks, screams, runs, cries). Again, show appropriate pages. • Involve children in discussing how Sophie got over being angry. Show appropriate pages. <hr/> <p>Second Reading of <i>When Sophie Gets Angry – Really, Really Angry</i> (Small Group)</p> <ul style="list-style-type: none"> • Prepare to read the book, <i>When Sophie Gets Angry – Really, Really Angry</i> • Gather a small group of children, three to five. • Show cover. Invite children to recall the title. State author and illustrator. • Read the story so all children can see the pictures in the book. • Follow up the second reading by inviting children to discuss what they do when they get really, really angry. Compare what they do with what Sophie did. • Recall with children what Sophie did that helped her get over her anger. • Involve children in discussing things that they might do when they get angry; things that are not destructive or hurtful to others. Guide them to come up with constructive ideas. You may have to help them to generate ideas by giving examples of what you do. • Record children’s ideas on chart paper, chalk or marker board. Consider giving the list a title such as: <i>When We Get Angry</i> • Read the children’s ideas back with them. • Invite children to illustrate the list. • Post the list of ideas where children can refer to them. <p>Teacher Note: Here are some ideas that you and the children may come up with together:</p> <ul style="list-style-type: none"> • Stop, take a deep breath and count to 10. Have children try this. • Go to a quiet place in the classroom or at home. • Go outdoors and look and listen to the beautiful things in nature such as birds, clouds, flowers and trees.
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	<ul style="list-style-type: none"> • Tell the person you're angry with that you are angry and why. <p>Teacher Note: Provide a quiet place in the classroom where children can go to get away from the stresses of group living; a place they can go when they become angry and need to get away from the person or situation that has made them angry.</p> <p>Teacher Note: Involve all children in this small group activity.</p> <p>Additional Benchmarks: Understands that print conveys a message</p> <hr/> <p>Book #4: <i>Let's Go Home, Little Bear</i> by Martin Waddell, illustrated by Barbara Firth</p> <p>First Reading of <i>Let's Go Home, Little Bear</i></p> <ul style="list-style-type: none"> • Prepare to read the book, <i>Let's Go Home, Little Bear</i>. • Show cover, give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.) • Show the first two pages of the book and ask children what time of the year it is. How can they tell? (winter/snow) • Read the story so all children can see the pictures in the book. • Follow up by sharing a time when you were frightened by something and someone reassured and protected you. • Invite children to share a time they were frightened and someone reassured and protected them. <hr/> <p>Second Reading of <i>Let's Go Home, Little Bear</i></p> <ul style="list-style-type: none"> • Prepare to read the book, <i>Let's Go Home, Little Bear</i>. • Show cover, give author and illustrator. • Read the story so all children can see the pictures in the book. • Follow up the second reading by inviting children to recall what caused Little Bear to be frightened. Show appropriate pages. • Invite children to discuss what Big Bear did to help Little Bear not be afraid. • Ask children how they think Little Bear felt when he and Big Bear got back home. <hr/> <p>Third Reading of <i>Let's Go Home, Little Bear</i></p> <ul style="list-style-type: none"> • Prepare to read the book, <i>Let's Go Home, Little Bear</i> • Show cover, give author and illustrator. • Read the story so all children can see the pictures in the book. • Follow up the third reading by showing pages with sounds that Little Bear hears. • Involve children in making the sounds and discussing what made the sounds. • Invite children to share times when something scared them and they discovered that it really was not scary at all. Share a personal story to help stimulate discussion.
 <p><u>Additional Books</u></p>	<p><i>A Pocket Full of Kisses</i> by Audrey Penn, illustrated by Barbara Leonard Gibson</p> <p><i>How Are You Peeling?</i> by Saxton Freymann, Joost Elffers</p> <p><i>The Kissing Hand</i> by Audrey Penn, illustrated by Ruth E. Harper and Nancy M. Leak</p> <p><i>L is for Loving : An ABC for the Way You Feel</i> by Ken Wilson-Max</p> <p><i>Leo the Late Bloomer</i> by Robert Kraus, illustrated by Jose Aruego</p> <p><i>Mama, Do You Love Me?</i> by Barbara M. Joosse, illustrated by Barbara Lavallee</p> <p><i>Owl Babies</i> by Martin Waddell, illustrated by Patrick Benson</p>

	<p><i>Sassafras</i> by Audrey Penn</p> <p><i>Time for Bed</i> by Mem Fox, illustrated by Jane Dyer</p> <p><i>There's A Nightmare in My Closet</i> by Mercer Meyer</p> <p><i>The Very Lonely Firefly</i> by Eric Carle</p> <p><i>You Are Special, Little One</i> by Nancy Tafuri</p>
 <p><u>Language Materials and Activities</u></p>	<p>Benchmarks: 3.1 Shows enjoyment of books and stories and discussion of them 5.6 Uses words to communicate ideas and feelings</p> <p>Storytelling Figures for <i>The Three Billy Goats Gruff</i></p> <ul style="list-style-type: none"> • Make either felt or magnetic storytelling figures for the story, <i>The Three Billy Goats Gruff</i>. • Read the book, <i>The Three Billy Goats Gruff</i>, or tell the story to the children. • Tell the story using the storytelling figures. • Discuss with children the feelings of the characters in the story. For example: How did the Billy Goats Gruff feel about going over the bridge? (afraid of the Troll) How did the Troll feel when he heard the Billy Goats Gruff going over his bridge? (angry) What did he do to show his anger? How did the Billy Goats Gruff feel when they finally got to the other side of the bridge and had green grass to eat? (happy) <hr/> <p>Storytelling Figures for <i>Peter's Chair</i></p> <ul style="list-style-type: none"> • Make either felt or magnetic storytelling figures for the story, <i>Peter's Chair</i>. • Read the book, <i>Peter's Chair</i>, by Ezra Jack Keats, to the children. • Tell the story using the storytelling figures. • Follow up by discussing with the children how the different characters in the story felt. For example: How did Peter feel when he saw his furniture being painted pink for his sister? (jealous) Introduce the word "jealous" if children do not say the word. Explain that jealous means when we are afraid that someone is taking our place. What did Peter do when he saw his father painting his furniture? (He took his chair and he and his dog ran away) How did Peter's mother feel when Peter came back home (happy) How do you think Peter felt when he helped his father paint his chair for his baby sister? (proud) <hr/> <p>Storytelling Figures: <i>Corduroy</i></p> <ul style="list-style-type: none"> • Make either felt or magnetic figures for the story, <i>Corduroy</i>. • Read the book, <i>Corduroy</i> by Don Freeman, to the children. • Tell the story using the storytelling figures. • Follow up by discussing with the children how the different characters in the story felt. For example: How do you think Corduroy felt when Lisa's mother said she could not have him? (sad) How do you think Lisa felt? (sad, disappointed) How do you think Corduroy felt when the night watchman came looking for him? (frightened) How do you think Corduroy and Lisa felt when Lisa came back to the store and bought Corduroy and took him home with her. (happy)

Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

5.5 Participates in songs, finger plays, rhyming activities and games

Storytelling Figures: Mother Goose Rhyme, "Three Little Kittens"

- Make felt or magnet figures of three little kittens, a larger cat (Mother), and three mittens for the rhyme, "Three Little Kittens." Make each kitten and each mitten different.
- Use the figures to say the following rhyme:

Three Little Kittens

The three little kittens
They lost their mittens,
And they began to cry.

Oh, Mother dear,
We sadly fear
Our mittens we have lost.

What? Lost your mittens,
You naughty kittens!
Then you shall have no pie.
Mee-ow, mee-ow, mee-ow.

No, you shall have no pie.

The three little kittens
They found their mittens,
And they began to cry.

Oh, Mother, dear,
See here, see here,
Our mittens we have found.

Put on your mittens,
You silly kittens,
And you shall have some pie.

Purr-r, purr-r, purr-r,
Oh let us have some pie.

- **Make illustrated rhyme chart for the following nursery rhyme:**

I Love Little Kitty

I love little kitty,
Her coat is so warm,
And if I don't hurt her
She'll do me no harm.
So I'll not pull her tail
Nor drive her away;
But kitty and I
Very gently will play.
She shall sit by my side,
And I'll give her some food;

And kitty will love me
Even when I'm in a bad mood.

- Say the rhyme with the children while showing the appropriate chart.
- Post the chart on the wall at child's eye level. Observe to see if the children look at the chart and say the words.

If You're Happy

If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it, clap you hands (clap, clap)
If you're happy and you know it, then your face will surely show it (smile)
If you're happy and you know it, clap your hands. (clap, clap)

If you're sad and you know it, cry boo hoo (rub eyes)
If you're sad and you know it, cry boo hoo (rub eyes)
If you're sad and you know, then your face will surely show it (rub eyes)
If you're sad and you know it, cry boo hoo. (rub eyes)

If you're scared and you know it, look like this (make frightened face)
If you're scared and you know it, look like this (make frightened face)
If you're scared and you know it, then your face will surely show it (make frightened face)
If you're scared and you know, look like this (make frightened face)

If you've had a good time today, shout hooray. ("Hooray!")
If you've had a good time today, shout hooray. ("Hooray!")
If you've had a good time today, and you want to come back and play, (Thumbs up)
If you've had a good time today, shout hooray. ("Hooray!")

If you're leaving us today, say goodbye. (wave)
If you're leaving us today, say goodbye. (wave)
If you're leaving us today, and you won't be back to play (shake head no)
If you're leaving us today, say goodbye. (wave)

If you're moving far away, say goodbye.(wave)
If you're moving far away, say goodbye. (wave)
If you're moving far away, and won't be back to play, (shake head no)
If you're moving far away, say goodbye. (wave)

Teacher Note: Select and sing with the children the verses that are appropriate for them. Make up new verses for different situations.

The More We Get Together

The more we get together, together, together,
The more we get together, the happier we'll be.
For your friends are my friends,
And my friends are your friends.
The more we get together, the happier we'll be.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

The People on the Bus

(Children match facial expressions to words in the song)

The people on the bus feel happy, happy, happy,
Happy, happy, happy. Happy, happy happy.
The people on the bus feel happy, happy, happy,
All through the town.

The people on the bus feel sad, sad, sad,
Sad, sad, sad. Sad, sad, sad.
The people on the bus feel sad, sad, sad.
All through the town.

The people on the bus feel scared, scared, scared,
Scared, scared, scared. Scared, scared, scared.
The people on the bus feel scared, scared, scared,
All through the town.

The people on the bus feel angry, angry, angry,
Angry, angry, angry. Angry, angry, angry.
The people on the bus feel angry, angry, angry,
All through the town.

(Repeat the first verse to end on a happy note!)

Teacher Note: Try this after the children are familiar with the song. Introduce each verse by showing one of the round faces from the Match the Feelings cards. Ask children to sing the verse that matches the face.

Benchmarks: 1.1 Demonstrates ability to make choices
1.2 Demonstrates independence in personal care
1.6 Demonstrates confidence in growing abilities
1.19 Works cooperatively with others on completing a task
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

Activity: A Story about Me

- Create a book for each child. ([See Attachment: "A Story About Me"](#))
- Involve children in developing their books during the following topics of study: **I Am a Unique Person, I Have an Amazing Body, I Use my Senses to Learn about Things in My Environment, and I Have Feelings and Emotions.**
- Involve children in adding to the book as different activities are completed during the four topics of study that are identified.
- Help children complete the page about feelings.

Benchmarks: 5.6 Uses words to communicate ideas and feelings
3.5 Understands that print conveys a message

Activity: What Bugs You?

- Draw a large ladybug on butcher paper, a chart sheet or a marker or chalk board.
- Provide a small ladybug for each child.
- Invite children to tell you something that bugs them; something that makes them unhappy with someone else. For example, a child might say, "It bugs me when my friends don't listen to me." "It bugs me when someone takes my toy." "It bugs me to have to take a nap."
- Model a statement if children seem unsure how to begin.
- Write each child's statement on his or her individual ladybug. Children can write their own name or ask for your assistance in writing their name on their ladybug.
- Allow children to tape their individual ladybug to the large one.
- Read the children's comments with the group.

Teacher Note: Prevent children from making personal comments about a child or children in the group. State at the beginning that they cannot use another child's name.

Activity: Top Ten Things That Make Us Happy

- Label a chart sheet, marker or chalk board as follows: Top Ten Things That Make Us Happy.
- Invite children to help decide on ten items to add to the chart.
- Record on the chart what the children say.
- Read the chart back with the children.
- Invite children to decorate the chart with "happy" pictures.

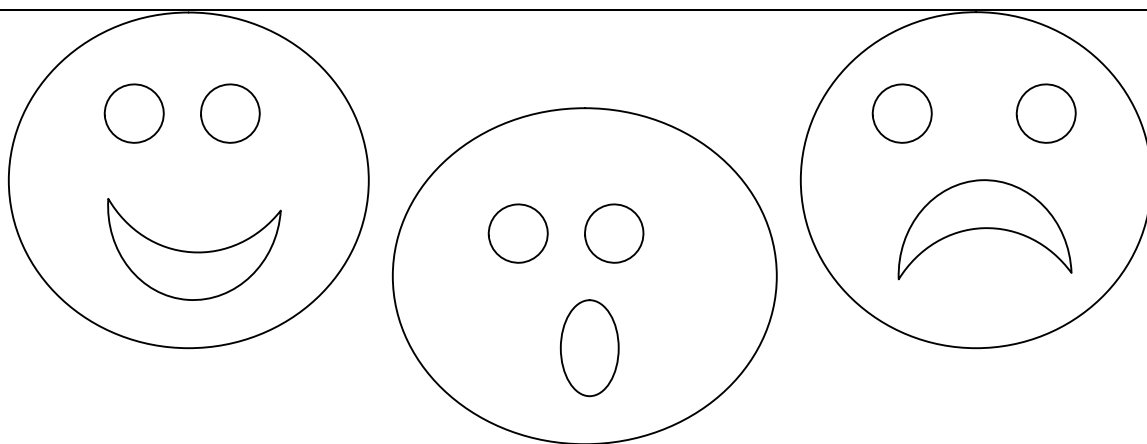
Teacher Note: Create Top Ten charts to go with other feelings such as sad and angry.

Activity: Ten Ways to Show Someone You Love Them

- Label a chart sheet, marker or chalk board as follows: Ten Ways to Show Someone You Love them.
- Invite children to help decide on ten items to add to the chart.
- Record on the chart what the children say.
- Read the chart back with the children.
- Invite children to decorate the chart with pictures that show love.

Activity: How Do I Feel?

- Cut out 3 circles, 6" in diameter.
- Draw a happy face on one circle, a sad face on one, and a scared/afraid face on the other.
- Attach the faces to a craft stick.
- Bring the face puppets to group time.
- Show each puppet and invite children to discuss how the puppet is feeling and why the puppet is feeling that way.
- Invite children who want a turn to select one of the puppets that represent how they are feeling and tell why he or she is feeling that way.
- Model if children seem to need help getting started. For example, say, "I am so happy that the firefighters came to visit us today. I enjoyed seeing their fire truck."



Benchmarks: 1.10 Demonstrates trust in adults
 1.17 Stands up for rights
 1.18 Shares; respects the rights of others
 1.21 Becomes involved in solving social problems (conflicts)
 3.31 Shows awareness of safe behavior

Activity: Rights of Each Child (Chart)

Establish with children the rights that each child in the classroom has. Discuss these rights with the children as follows:

- Each child has the right to be safe from harm. Explain to children that you are there to protect them and keep them safe. Lead children to discuss how they can help keep themselves and each other safe. For example, they will follow the safety rules for play. They will keep their hands and feet to themselves and not hit or kick other children. They will be safe with toys such as blocks which they will use for building, not hitting or throwing. They will be safe with scissors by using them to cut only paper (or things the teacher says they can cut) and by staying seated when using them. They will keep the sand in the sand table and not throw it at someone because the sand could get in a person's eyes and hurt them. They will help pick up toys and put them away so they will not get broken or so that no one will trip and fall over them. They will participate in storm and fire drills so that they can be prepared for an emergency.
- Each child has the right to be treated with respect. Explain to children that this means calling each other by name (no name-calling), helping each other with tasks, allowing others to finish their turn with toys such as tricycles, asking for a turn with a toy rather than grabbing it, listening when another person is talking.
- Each child has the right to have personal possessions protected. Provide each child with a cubbie or locker labeled with the child's name and picture or symbol. Explain to children that each of them has a locker or cubbie which belongs only to them. Things in each child's locker or cubbie are not to be bothered by other children.
- Each child has the right to play with all toys and materials in all areas of the classroom. For example, a boy has the right to wear an apron, carry a purse and play in the home living area and a girl has the right to be a truck driver and play in the block area.
- Each child has the right to privacy. Provide a quiet, private space where a child can go to be by himself/herself. Explain to children that this is a "quiet" space for only one person. Help children understand that sometimes a person just likes to be alone.

Give children the words to use when standing up for their rights. Examples include:

- "Girls can play with blocks too."
- "I don't like it when you hit me. It hurts. Don't do it anymore."
- "Don't call me a baby. My name is _____."

Teacher Note: Consider discussing these rights with children during group time as a way to help them feel emotionally safe in your classroom. Give them examples of situations and invite them to discuss how the situation could be handled. For example, if a child takes something from another child's locker, what might the owner of the locker say, If a child grabs a toy from another child, what can the child say to the "grabber"?

Teacher Note: Consider creating a chart with the rights of each child written on it. Review the chart with the children. Post the chart where children can see it. Consider copying the rights on an 8 ½ x 11" sheet of paper to send home for each family.

The Rights of Each Child

- ❖ Each child has the right to be safe from harm.
- ❖ Each child has the right to be treated with respect.
- ❖ Each child has the right to have personal possessions protected.
- ❖ Each child has the right to play with all toys and materials in all areas of the classroom.
- ❖ Each child has the right to privacy



**Science /
Discovery
and Math**

Benchmarks: 1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship



Activity: Where We Feel Happy Graph

- Provide a choice of three learning centers that children seem to enjoy the most: sand, dramatic play, and blocks for example.
- Prepare a graph with columns for each activity. Use a picture or drawing of the center
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose a center that makes them feel happy.
- Invite each child to choose a center that makes them feel happy and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who feel happy in each center.

Where We Feel Happy

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedi	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Sand Table	Dramatic Play	Blocks

- Write a summary story.

	<div data-bbox="418 222 1464 403" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Where We Feel Happy</p> <p>Five children feel happy at the sand table. Three children feel happy in the dramatic play center. Four children feel happy in the block center.</p> </div>
 <p><u>Food/ Nutrition Experience</u></p>	<p>Benchmarks: 4.3 Tries new foods before deciding whether he or she likes them 4.4 Uses small muscles for self-help skills</p> <p>Activity: Happy Times Trail Mix</p> <ul style="list-style-type: none"> Gather the following: toasted oat cereal, pretzel sticks, and different kinds of whole grain cereal squares. Allow each child to put a scoop of each food item into his or her bowl. Serve the Happy Times Trail Mix with Juice <p>Teacher Note: Allow the children to do as much of these food experiences as possible.</p> <p>Teacher Note: Teachers and children should always wash hands before participating in a food experience.</p>
 <p><u>Movement/ Physical Education</u></p>	<p>Benchmark: 4.9 Freely participates in gross motor activities 4.12 Shows balance and coordination</p> <p>Activity: Show Me Your Feelings</p> <ul style="list-style-type: none"> Involve children in doing the movement you state as follows: Jump 5 times for joy (jump up and down 5 times and count each jump) Clap three times for happiness (clap three times and count each clap) Twist at your waist four times for love (twist four times and count each twist) Stretch up high six times for excitement (stretch six times and count) Touch your toes five times for jealousy (touch toes five times and count each touch) Turn around 2 times for disappointment (turn around two times and count each turn) Take a deep breath and count to 10 for anger (take a deep breath and count to ten) <p>Additional Benchmark: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship</p> <hr/> <p>Activity: Feelings Freeze</p> <ul style="list-style-type: none"> Explain to children that they are going to play a game called “Feelings Freeze”. You will play music and children will move around the room. When you stop the music and say a feeling, they will stop and make their faces and bodies look like that feeling. Involve children in discussing some of the feelings they can express with their bodies. Play music as children move around the room. Stop the music and state a feeling such as, Angry Freeze, Happy Freeze, Frightened Freeze, Disappointed Freeze, Excited Freeze. Continue the activity, stating different feelings when you stop the music.



Learning Centers

Benchmark: 2.10 Explores and manipulates art media

Art

Activity: Playdough Pounding

- Provide playdough.
- Encourage children to roll and pound the playdough.

Teacher Note: Have playdough available in art each day for children to choose as an activity. Sometimes children will use playdough as a way to work out their feelings of anger or frustration.

Activity: Feelings Mural

- Post a large sheet of butcher paper to the wall at eye level.
- Provide magazines with lots of pictures of people expressing different feelings and emotions.
- Involve children in writing across the top of the paper the following: How People Feel.
- Invite children to look through magazines and find pictures that show people expressing different feelings and emotions. Encourage them to cut out the pictures and glue them to the paper.
- Suggest that children may want to draw pictures of different feelings, cut them out and glue them to the paper.
- Invite children to dictate a "feelings" statement about some of the pictures they have added to the mural.

Teacher Note: Allow children to add to the Feelings Mural over several days.

Activity: Creating to Music

- Place a CD or cassette player near the art center.
- Play music with different tempos and beats.
- Observe children to see if they draw or paint in time to the music.

Teacher Note: Play music loud enough for children in the Art Center to hear it, but not so loud that it creates a noise problem in the room.

Block Center

- Add softness to the block center.
- Consider adding foam blocks, a piece of soft carpet and soft and cuddly animals.

Library/Book Corner


- Add books about feelings and emotions
- Add felt or magnetic storytelling figures for the following stories:
Corduroy
Peter's Chair
The Three Billy Goats Gruff
- Add a felt or magnetic board
- Add softness such as pillows and soft and cuddly animals.

Home Living/Dramatic Play

- Add a Taking Care of Baby prop box
- Invite children to take out the items in the prop box and discuss how to care for a baby.
- Model for the children holding and cuddling the baby and talking to the baby in a soft and loving voice.

Manipulatives

- Use the attached patterns to create the "Match the Feelings" Cards. Use cardstock and laminate or cover with clear self-adhesive paper for durability.

	<ul style="list-style-type: none"> Place the cards on the table and invite children to find the two that match and name the feeling that each pair represents. <hr/> <p><u>Water table or tub</u></p> <ul style="list-style-type: none"> Have water play available each day as a choice for children. Remember, while it may seem messy, that playing in water is soothing and can calm a child who is agitated or upset. Change the props for variety, but keep the water play. <hr/> <p><u>Sand table or tub</u></p> <ul style="list-style-type: none"> Have sand play available each day as a choice for children. Provide sand play both indoors and outdoors if possible. Remember, while it may seem messy, that playing in sand is soothing and can calm a child who is agitated or upset. Change the props for variety, but keep the sand play. <hr/> <p><u>Quiet Corner</u></p> <ul style="list-style-type: none"> Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living. Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples. Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot? Explain to children that the quiet corner is for one child at a time.
 <p><u>Transition Activities</u></p>	<p>What Am I Feeling?</p> <ul style="list-style-type: none"> Use the Match the Feelings cards for a transition activity. Show a card and ask a child to name the feeling and make a face to match the one on the card. Child transitions to next activity. <p>Teacher Note: Consider this alternative. Show a card and ask a child to identify the feeling and say when someone would feel that way, then transition to the next activity.</p> <hr/> <p>How Would You Feel If.....</p> <ul style="list-style-type: none"> Have a list of situations that suggest a certain feeling. Call a child by name and say, "Jeremiah, how would you feel if...." and state the situation. Child answers and transitions to the next activity <p>Examples of situations: How would you feel if you got a new puppy? How would you feel if your ice cream fell on the floor? How would you feel if you were supposed to go to the park and it rained? How would you feel if your (name a family member) gave you a big hug? How would you feel if you fell down and skinned your knee? How would you feel if (name a family member) got sick and had to go the hospital? How would you feel if you got lost in the store? How would you feel if your family was going on a trip to the zoo?</p> <p>Teacher Note: Make up other situations to use with the children.</p>



Family Activities

- Send home a note to parents stating for the next few days, the children will be learning about their feelings and emotion
- . Suggest some ways families can be involved in the topic of study:
 - Collect pictures of people expressing different feelings.
 - Include the titles and authors of some of the children's books about feelings and emotions. Suggest that they look for these books in the local library, check them out and read them with their child.
 - Send home a list of some of the ways children came up with that they can do when they get angry.
 - Share with families their child's book, "**A Story About Me**".

Name _____ Date _____

Social / Emotional Environment Rating Scale

Directions: Evaluate the social/emotional environment provided in your classroom by completing the following scale.

Practices/Strategies	Seldom	Sometimes	Consistently
Provide consistent routines that children understand			
Follow through with commitments to children			
Treat families with respect			
Treat co-workers with respect			
View each child as an individual with own strengths and needs			
Listen attentively to each child			
Talk frequently with individual children at their eye level			
Give physical cues of encouragement: smiles, nods and pats for example			
Plan activities/games that are non-competitive so that no child is ever a loser			
Notice and make authentic comments to children about their work.			
Allow opportunities for children to talk and ask questions			
Allow children to explore their environment and try things on their own			
Provide an orderly classroom that is organized to give children a sense of security (children have space for personal belongings, they know where things belong)			
Provide soft furnishings and cozy spaces that are accessible to children			
Provide private space where a child can go to be alone			
Provide an environment that reflects culture and ethnicity of enrolled families			
Provide dramatic play materials that allow children to act out feelings and emotions; for example, dolls and dress-up clothes			
Provide sensory materials that are soothing (such as sand and water), and that allow children to work out feelings (such as playdough)			
Provide literacy experiences that allow children to express feelings and emotions Check those provided: _____ books _____ songs _____ puppets _____ discussion pictures _____ other (list) _____			

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